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ABSTRACT

The design is a broad framework for career education which was prepared for curricular and instructional planning. The rationale, philosophy, goals, and objectives of career education are included. Also discussed in the relationship between career education and vocational education. The goal of career development as described provided the general direction from which the design was derived. The program involves students from kindergarten through grade 12 and has four overlapping phases in three grade bands: career awareness and orientation in kindergarten through grade six, career orientation and exploration in grades seven through nine, and career exploration and specialization in grades 10 through 12 and beyond. All four phases are concerned with objectives in the following categories: concepts of self, concepts and skills (in the use of language, mathematics, scientific methods, and social sciences), sense of responsibility and initiative, information processing skills, interpersonal relationships, and work attitudes and values. The three essential, interdependent components of the program, guidance, content, and refocus (the blending of subject area and career education objectives) are briefly described. General content and student outcomes are presented for the programs phases in each of the three grade bands. Appended are two charts which summarize the curriculum design. (Author/MS)

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INFORMATION

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

January 14, 1974

MEMORANDUM

To: Members of the Board of Education
From: Homer O. Elseroad, Superintendent of Schools
Subject: A Design for Career Education

Attached is a copy of "A Design for Career Education" which was developed over the past two and a half years in a series of workshops held during the summers and refined by the staff of the Department of Curriculum and Instruction. The design underwent a series of revisions after it was critically reviewed by groups of teachers and administrators, the Council on Instruction, and the Citizens Advisory Committee. The design was formally endorsed by the latter two groups.

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Attachment

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A DESIGN FOR CAREER EDUCATION

A Design for Career Education provides the broad curricular framework for career education in the Montgomery County Public Schools. It is prepared primarily for instructional supervisors responsible for curricular planning and for administrators and teachers responsible for instructional planning.

WHY CAREER EDUCATION?

Education for versatility and adaptability are essential in a world characterized by rapid technological changes. Today, major changes affecting how people live and work take place within a relatively short period of time. In an age when job obsolescence manifests itself with great frequency and the reasons for working change as rapidly as the nature of work itself, the schools are hard pressed to cope with these realities. Our educational programs at the collegiate level, the specialized technical/vocational schools, and the vocational programs at the secondary level have not adequately met the needs of all students to live in a world of changing opportunities and demands. In today's urbanized society, work role models are for the most part far removed from students' experiences. Many students are not knowledgeable about the occupations of their own parents. Further, many students lack an understanding and appreciation of the values, the satisfactions, the demands, and the dignity afforded by a job. Students are too often unaware of the many career opportunities that are available to them and also unaware that the choice of a career can significantly affect other facets of their lives such as what leisure time activities will be available to them, whether they marry, whom they will marry, where they will live, and the kinds of people with whom they will associate. In other words, students sometimes do not realize that their choices of a career may affect their life styles. Because of this lack of awareness, students often see little relationship between the courses they are taking in school and the working world they will enter after leaving school. Career education is a bridge between school and the working world where learning as well as self knowledge must be applied.

All students, including the college-bound, need career education. Yet many of our educational programs traditionally have prepared students only for more schooling. Schools have stressed the importance of the baccalaureate degree; yet statistics show that of every hundred students entering the first grade, only 14 will ever receive a degree. This statistic has long been ignored. The U. S. Department of Labor predicts that less than 20 per cent of all jobs in the 1970-80 period will require a baccalaureate degree. Certainly college education should not be discouraged. Its value is undeniable; and it will certainly continue to be respected, sought after, and experienced by more and more American youth. College education must not, however, continue to be presented as the only acceptable and effective method of occupational preparation. Many students entering a four-year college program do not complete it for a number of reasons. Further, many baccalaureate graduates do not have the appropriate skills to enter the working world for the jobs that are available. Young people need to know what options are available to them and what preparation is required for those options.

Knowing realistic career options and assessing one's personal qualities in light of one's goals for a career choice is not a simple process of analysis and synthesis. The old presumption attributed to vocational guidance that a person can assess his

interests and aptitudes and then look into the world of work and match a career to those skills and interests is faulty. An awareness of one's values, motivations, and achievement needs is probably of more importance to choosing a career, or indeed in making other life decisions, than is an awareness of interests and aptitudes. Gaining this self-knowledge requires effort over a period of years, and the schools must aid students in acquiring this awareness. In this connection, the schools have the responsibility to assist students in examining a variety of career areas, in clarifying values related to work, in promoting wholesome attitudes toward work, in developing concepts and skills, and in establishing realistic career goals. An educational program to meet this responsibility must be developmental in nature, beginning with early childhood programs and continuing through adulthood. Working with the home and other community institutions, the school must see that all young adults completing public school will be prepared to enter the world of work or to continue education with a career goal in mind. Also, upon leaving school, all students must have developed the capability to make decisions about careers, a capability that they will no doubt need to utilize a number of times during their adult lives.

CURRICULUM DEVELOPMENT IN THE MONTGOMERY COUNTY PUBLIC SCHOOLS GOALS OF EDUCATION

On February 12, 1973, the Board of Education adopted as policy the Goals of Education for the Montgomery County Public Schools to guide the school system in developing, implementing, and improving educational programs for students. The school system has primary responsibility for some of the seven goals. For others, including career preparation, it shares responsibility with the home and other community institutions.

In recognizing the nature of the educational process and the nature of the learner, the statement of goals cites career development as an important school system concern. The prefatory note states:

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that lead to sound and useful conclusions.

On the subject of the nature of the learner and his instructional needs, the school system recognizes the individuality of people as well as interdependence among people. In the introduction, the goals statement continues:

Each individual is unique, and the school shall encourage this uniqueness. The school will help the student understand his values and the values of others. The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his actions.

Although community aspirations for the public schools in the area of career education are concentrated most explicitly on the goal of career development, it obviously touches the other six goals of education. The career development goal in the policy statement follows:

Productive and satisfying work enriches man's life; and with increasing amounts of leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

Knowledge and appreciation of the wide variety and interrelationships of occupations in modern society.

Opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level.

The knowledge, skills, and abilities that enable him to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities.

This goal of career development provides the general direction from which A Design for Career Education was derived.

CAREER EDUCATION: POINT OF VIEW

The overriding objective of career education is to develop in students by the time they reach adulthood the skills and self direction necessary to achieve a meaningful career existence in which they function both for their personal good and for the welfare of the society. To achieve this goal, the schools recognize that students must develop concepts, skills, and attitudes which facilitate career choice and expand career options. These concepts, skills, and attitudes develop incrementally from early childhood throughout adulthood. Career education, in pragmatic terms, is applied education; therefore, it treats career-related content, but it must necessarily address personal and social issues as they relate to occupational selection. Career development is obviously recognizable in subject matter courses highly focused on vocational education, such as subjects in business education. In other instances, career content is integrated into subjects not so easily tagged as career-related such as the topic of consumer needs in geography courses. In addition to content, counseling at all levels is an essential component. Career selection is affected by an individual's set of values; and it, in turn, affects his life style. Probably no choice, other than that related to marriage, is so significant in a person's life as his selection of a career. The counselor and the teacher can assist the student in identifying and clarifying his values. Since career education deals with a person's accommodating himself in a very personal way to his society, the school system, the home, and other community institutions must share in the responsibility for guiding young people in this aspect of their education.

Career education is a comprehensive instructional program designed to facilitate the career development of all students. The program in the Montgomery County Public Schools is based on the following premises:

- . All work which affirms the dignity of the individual and/or contributes to society is valuable.
- . The economic requirements of our society are best met when the individual assumes responsibility for his or her own economic welfare.
- . Pride in and appreciation for the dignity of meaningful work provides individuals with a feeling of self-worth.
- . Individuals are interdependent, and each person's occupation contributes to society.
- . Individuals who relate their abilities, needs, values, and motivations to opportunities that society can provide are likely to make career decisions that promote their own personal growth and satisfaction as well as the welfare and harmony of society.
- . In our democratic society, every individual should have equality of opportunity to enter the career of his/her choice if he/she has or can develop the requisite ability, skills, and knowledge.
- . Career education is a continuous developmental process beginning in early childhood and proceeding through adulthood.
- . An individual's career objectives are related to the perceptions he has of himself.
- . An individual's career objectives at any age is a summation of a complex series of decisions made up to that time in his life.

As a comprehensive K-12 instructional program, career education provides opportunities for students to achieve the following objectives:

1. Clarify interests, abilities, motivations, and values
2. Develop attitudes and skills that are necessary for participation in society
3. Acquire knowledge about occupational areas, worker roles, occupational needs, and the structure and nature of the economy
4. Acquire attitudes and skills which will make possible a fulfilling existence

As an instructional program, career education is not a separate discipline; rather it is the refocusing of educational objectives in existing subjects, utilizing varied teaching-learning strategies. All school programs and individual courses have implications for career education. English and mathematics, for example, develop language and computational skills necessary for one to function in any one of a broad range of occupations in the modern world. Advanced courses in commercial art, journalism, economics, orchestra, and physics may target more specifically on an identifiable cluster of careers. The traditional vocational subjects fall into this latter category.

Career education provides for a sequential development aimed at students' awareness, sampling, and appreciation of career choices. Career education involving students from Kindergarten through Grade 12 and beyond has four overlapping phases in the three grade bands: career awareness and orientation in Grades K-6, career orientation and exploration in Grades 7-9, and career exploration and specialization in Grades 10-12+. (See Appendix A.) These four phases provide the major categories for a sequential program. Career awareness is the stage at which the young child through concrete experience becomes aware of the world of work in his immediate environment and begins to acquire some awareness of his interests, aptitudes, and values. Being perceptually oriented, the young student makes judgments on the basis of how the world appears to him. Career orientation is the stage in which development is somewhat less perceptually oriented. The older child still relies heavily on concrete experience but can move more easily to self-directed observations and to generalization. At this stage he begins to categorize available occupations in terms of services and products that he and society have come to expect. Career exploration is the developmental stage during which the student investigates first hand the world of work, refining awareness and orientation and expanding his information base to include such facets as life style, working conditions, and interdependence of people. Career specialization is the developmental stage during which the student channels experience and information about the world of work, selects a career area, and develops some degree of employability.

In all four phases, there are categories of behaviors that will be developed in increasingly higher levels as students move forward in their education. Bailey and Stadt in Career Education provide useful groupings which we have modified. From career awareness through career specialization, career education is concerned with objectives in the following categories:

1. Concepts of self
2. Concepts and skills in the use of language, mathematics, scientific methods, and social sciences
3. Sense of responsibility and initiative
4. Information processing skills
5. Interpersonal relationships
6. Work attitudes and values

A program in career education recognizes that career choice is a developmental process which begins in childhood and continues throughout one's life. It focuses upon the importance of producing relevant "work related experiences" for children from the time they enter school. These experiences enable students to make increasingly more sophisticated decisions about work roles at given points in their development. The emphasis on career selection experiences is not to force a child into an early decision about his career but to give him a wide base of experience so that he knows how to make a decision that has a basis in reality.

Career education in the Montgomery County Public Schools is for all students, K-12. It not only supplements existing instructional programs but also modifies some programs so that career needs are emphasized. New specialization programs will

continue to be added; some will be in the form of cooperative work experience programs as with health occupations and hotel/motel management, whereas others may be internship arrangements for students interested in careers in such areas as medical research and day care centers. Career education is broader than the traditional nomenclature of vocational education, but vocational education is an important component of career education in the specialization phase.

THE RELATIONSHIP OF CAREER EDUCATION TO VOCATIONAL EDUCATION

Much of the early developmental work in the United States in career education has been nurtured by money from federally funded vocational education legislative authorities. Vocational educators concerned about the discontinuity between existing vocational and general education approaches have been instrumental in promoting career education. Because of this fact, career education is often seen as a new term for vocational education.

Many view career education merely as some new courses and approaches emphasizing an orientation toward the world of work. Others see it as improved ways for providing skill training but not too different from the kind of vocational training which has existed in education since the 1917 Smith-Hughes Act. Unfortunately, many of the state and local developmental career education projects in fact reflect this attitude. Such misconceptions will likely inhibit broadening the base of career education to benefit all students. The degree to which these misconceptions may stifle instructional reforms of an individual school or the larger educational institutions remains to be seen.

Vocational education is a term still used to categorize some specialization programs. It is used primarily for those programs that provide students with saleable skills at the completion of high school in business education, trade and industrial programs, and home economics sequences such as child development and fashion merchandising. Generally, the term applies to those occupational programs that warrant federal funding under the Vocational Education Acts. These are career education programs and activities but they do not embrace all educational programs related to the more comprehensive term of career education.

INTRODUCTION TO THE DESIGN

Public education, from kindergarten through high school, must provide instruction to enable students to make life decisions based on sensible choice rather than haphazard guess. Career choice and preparation must be explicit and, by design, not accidental. Presented with more and more information and options, the individual must learn to identify his or her own interests, abilities, and values as they relate to career options and to choose alternatives compatible with these. As "overchoice"¹ becomes greater in the society, the person who lacks a grasp of his values will be greatly handicapped.

The career education model in Montgomery County is predicated on a threefold concept of essential, interdependent components. These are guidance, content, and refocus.

¹Alvin Toffler, Future Shock (New York: Bantam Book, 1971), p. 239.

The guidance component in career education deals with areas of self-concept development, career decision making and planning, and interpersonal relations. The counselor and the teacher, refocusing the instructional program, help students first to identify and then to integrate their interests, abilities, motivations, and values with an understanding of career opportunities. All students must have experiences designed so that they consider their interests, abilities, motivations, and values. This process is the first step in the process of equipping students to make intelligent and purposeful decisions concerning their future.

The content component provides the opportunity for students to acquire knowledge about the social and vocational environment into which they are growing. Knowledge about occupational areas, worker roles, the structure of the economy, and occupational needs is essential. Along with this knowledge, young people must acquire skills and attitudes that will help to assure their achievement toward acquiring knowledge about the social and vocational environment.

The refocus component is the blending or bringing together of educational objectives for such content areas as mathematics, English, social studies, music, and art with the objectives of career education in order to introduce career information and stimulate career interest into all aspects of the student's academic pursuits.

All three components--guidance, content, and refocus--must be present at all levels. The relative emphasis on each will vary depending on the grade level, the student, and the extent to which content should be refocused. Although the processes of career awareness, orientation, exploration, and specialization are stressed at different grade levels, these designations are not rigid. The process of career development is a lifetime process with awareness, orientation, exploration, and specialization occurring at different times. It is important at every level that students develop process skills that can be maintained throughout life. Regardless of how jobs may change in the future, the development of process skills, skills in learning-how-to-learn and in decision making rather than particularized job skills, will provide a person with the greater occupational flexibility.

CAREER AWARENESS AND ORIENTATION, GRADES K-6

Career education in the elementary schools is a systematic multidisciplinary program of career awareness and orientation. Its objective is to relate personal awareness to the recognition of man's needs in a career context; to this end, all children need a systematic instructional program orienting them to the world of work.

In the K-6 program, there will be extensive use of resource persons, field trips, and manipulative activities. There is an emphasis on interests, attitudes, and values as they relate to work. Students become familiar with sights and sounds of the working world. They come to recognize the contributions of different occupations to the economy and the interdependence of individuals within the society. In their study, children learn to experience pleasure and satisfaction in good workmanship and develop standards of excellence for their work. Children begin to perceive the following broad occupational areas representative of the world of work:

- | | |
|--|--------------------------------|
| 1. Business and office | 9. Environmental science |
| 2. Marketing and distribution | 10. Public services |
| 3. Communications and media | 11. Health |
| 4. Construction | 12. Hospitality and recreation |
| 5. Manufacturing | 13. Personal services |
| 6. Transportation | 14. Fine arts and humanities |
| 7. Agri-business and natural resources | 15. Consumer and homemaking |
| 8. Marine science | |

By the end of Grade 6, most students should be able to:

- . Identify people who work in a broad range of occupations
- . Recognize and have some knowledge of the tools, kinds of activities, and life styles associated with representative occupations
- . Recognize terms related to the world of work
- . Recognize career possibilities within their immediate communities as they relate to services and products
- . Appreciate the personal and societal values inherent in the work man does, the products he makes, and the services he provides
- . Develop awareness of the businesses, professions, and services necessary to support a community
- . Observe how the creativity and productivity of each person in his job can contribute to others and provide the person doing the job with a sense of fulfillment
- . Experience learning activities to enhance one's self-worth
- . Use basic tools and commonly used materials in hands-on types of activities to develop rudimentary skills and to explore capabilities and talents
- . Develop attitudes about the personal and social significance of work
- . Demonstrate an understanding that group effort can help achieve common goals

CAREER ORIENTATION AND EXPLORATION, GRADES 7-9

Through the middle and junior high school years, students further explore the economic and occupational structures of business, industry, and the professions, utilizing school and community facilities and resources as laboratories. This exploration forms the core of a multidisciplinary approach embracing the major academic subjects. Teachers of social studies, science, English, mathematics, and special subjects share the responsibility for refocusing content on career objectives. The subject area teachers will include, at the exploratory level, those careers or clusters of occupations that are most directly related to their particular content.

At the junior high level, fifteen occupation clusters will be used as an organizing element in the curriculum to provide a structure within which the substantive aspects of occupations can be explored by students. From Grade 9 to Grade 12, more specialized skill clusters will be elective offerings so that students can study more specific career areas in depth. These courses are described in the Program of Studies, Vol. 3, in the sections on Business Education, Cooperative Vocational Education, Home Economics, and Industrial Education. Other clusters are being developed.

The guidance component of career exploration is especially significant in Grades 7 to 9. The counselor assumes a critical role in providing opportunities for students to assess their interests and aptitudes and to determine how these relate to occupational choice. Classroom teachers in all content areas also have an important role in counseling such as in helping students to understand career implications related to a subject matter area and in assisting students to identify their capabilities, interests, values, and talents.

Career exploration must include counseling to enable students to think about making career decisions based on informed choice rather than on haphazard guess. Each student is helped to analyze interests and capabilities through a systematic assessment, group and individual counseling, and use of community and school resources. Presented with rich exploratory experiences, the individual learns to identify his own interests, values, and abilities and to choose alternatives compatible with these. If students are to adapt career choice resulting from increasingly rapid change, they must develop a sense of the future--the possibilities and probabilities of tomorrow's world. They must determine how their interests, abilities, and values relate to these new possibilities. Students who have not determined a broad category of career interests will continue career exploration into the high school.

By the end of Grade 9, most students should be able to:

- . Identify and demonstrate sequential steps in decision making about careers by exploring alternative choices, deciding on a course of action, accepting responsibility for consequences, and evaluating results
- . Identify cause-and-effect relationships that exist in everyday experiences and develop an understanding of the need to assume responsibility for the outcome of a decision
- . Clarify their personal values as they relate to alternative choices, and confronted with many alternatives, choose alternatives compatible with their value system
- . Recognize how test results including skill capabilities and interest inventories help in making career decisions
- . Recognize that selected content of school subjects is related to various occupations
- . Analyze their own interests and abilities in terms of career possibilities
- . Explore the major areas of occupational opportunities available or projected in society

- . Make tentative judgments about personal goals based on the exploration of major occupational categories
- . Understand and appreciate the breadth of the world of work by discovering different vocations that affect one's daily life
- . Learn about career opportunities, job trends, and educational requirements for various occupations
- . Learn about the job responsibilities and satisfactions of careers the students are interested in
- . Gain insight about jobs through experiencing a simulated or real work situation and evaluating this experience
- . Demonstrate that work provides satisfaction and that effective task and job performance can be a source of pride and pleasure
- . Become aware of programs offered in the high schools
- . Survey and analyze their career possibilities as related to current or projected vocational realities
- . Gain insight into how to make assumptions about vocations that might be needed 20 to 50 years in the future

CAREER EXPLORATION AND SPECIALIZATION, GRADES 10-12

In the senior high school, major emphasis is on narrowing choices and, where appropriate, on initial vocational preparation. Students may select a cluster of courses in one of a number of categories at the career specialization stage such as business education, industrial arts, home economics, and health occupations. Students who have tentatively made a career choice in a particular field by the time they reach high school will thus be able to pursue a program leading to the development of more specialized skills that will permit them to seek employment directly from high school; pursue specialized, postsecondary study; or continue their education through college. Cluster programs in construction trades and communications media are being developed. The following specialized programs are presently offered at the high school level, Grades 10-12:

Business Education

- Stenography
- Bookkeeping and Accounting
- Data Processing
- Merchandising
- Business Management
- Basic Business
- Intensive Clerical Cluster
- Special Purpose

Cooperative Education

- Cooperative Industrial Work Experience
- Distributive Education
- Health Occupations
- Hotel-Motel Management
- Office Occupations
- Work Oriented Curriculum

Home Economics

- Child Development
- Fashion Merchandising
- Food Services

Industrial Education

- Agriculture/Horticulture
- Air-Conditioning and Refrigeration
- Auto Body, Fender Mechanics
- Automotive Mechanics
- Bricklaying
- Cabinet Making
- Carpentry
- Cartography
- Cosmetology
- Designing, Illustrating, and Drafting
- Drawing, Architectural
- Drawing, Mechanical
- Electricity
- Electricity (Construction)
- Electronic Technology
- Floriculture and Horticulture
- Graphic Arts
- Materials Testing
- Metalworking
- Power Mechanics
- Printing
- Radio and TV Servicing
- Welding
- Woodworking

In addition to the programs listed under cooperative education, many students can gain on-the-job experience through intern and aide programs which are the practicums for social studies, English (journalism and dramatics), home economics, and other courses.

High school students may also elect many semester or year courses to pursue particular vocational or avocational interests without pursuing a full career specialization program.

There is increasing cooperation and coordination with area colleges so that students may gain early college admission or receive advanced standing on the basis of courses previously taken in high school.

Student outcomes for specific programs are listed under the appropriate sections of the Program of Studies.

By the end of Grade 12, most students should be able to:

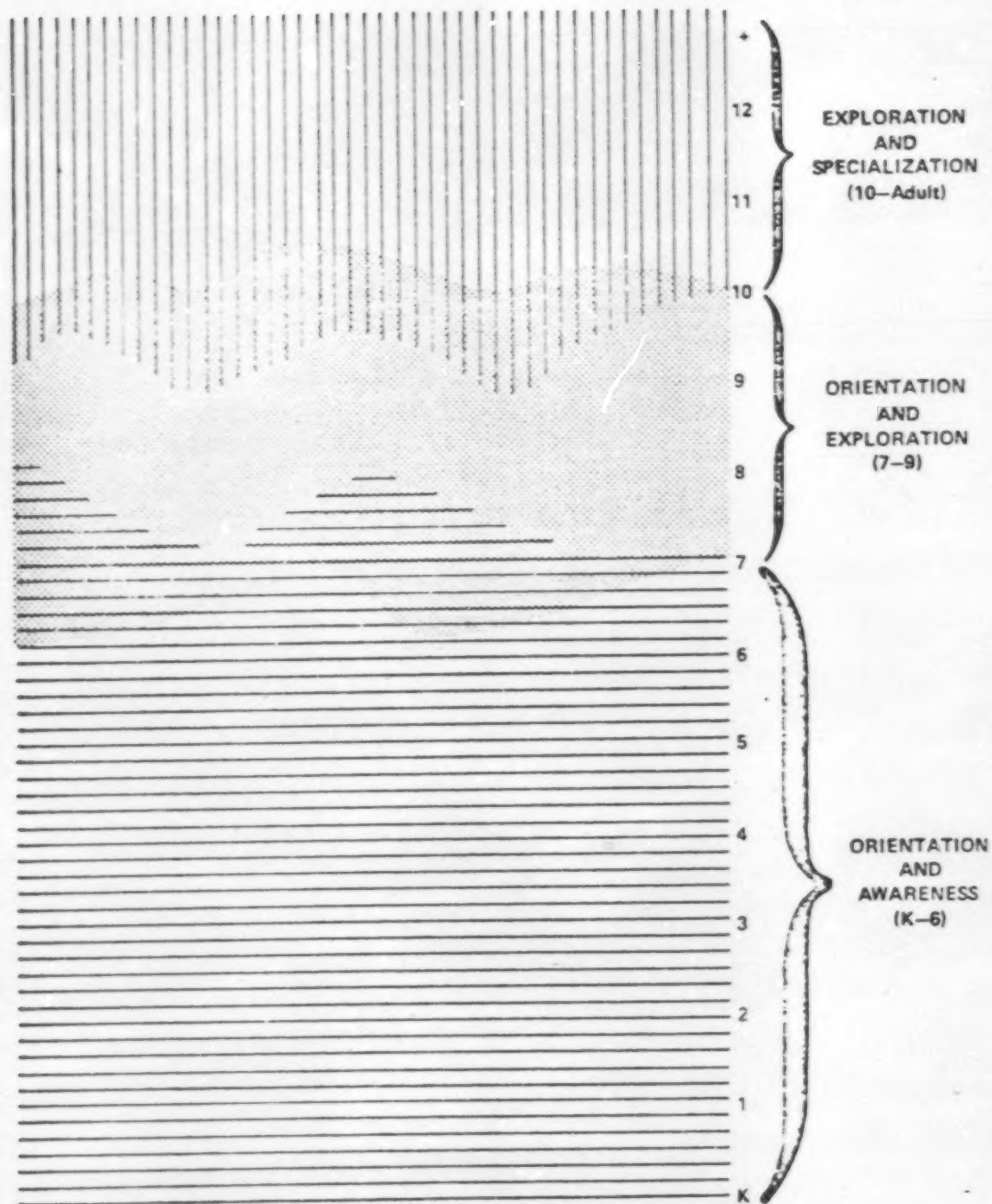
- . Understand that career planning is a series of choices beginning early and continuing for life
- . Understand that training and retraining will probably be necessary throughout life
- . Accept and deal with the vast numbers of career alternatives and vast amounts of information about careers
- . Demonstrate an appreciation of the need for, and satisfaction in, the acquisition of meaningful skills
- . Observe and analyze various work settings and the people who perform these tasks
- . Gain and interpret information about job trends in terms of educational and occupational choice
- . Identify different employment practices of individuals and institutions
- . Seek and utilize the specific skill training opportunity they describe as appropriate to their goals
- . Become gainfully employed at an entry level appropriate to their career objectives upon leaving school or enter a community college, technical institute, preparatory school, apprenticeship program, senior college, or some other post high school occupational or further educational training setting
- . Recognize the changing nature of career commitment throughout an individual's lifetime by knowing how to reevaluate initial career choices, stating alternative choices, and seeking the experience and training necessary for their implementation

Research has shown that performance improves when the individual knows what to expect next. The ability to look ahead helps a person to work effectively and cope with problems. If a student cannot envision what his future role and its demands may be, he is less likely to see the value of his schoolwork. One objective of career education is to reveal to students the potential career value of their studies.

Another basic objective of the career education curriculum is to increase the student's ability to cope with rapid change. In tomorrow's world, the speed and economy with which an individual can adapt to continual rapid change will be of vital importance. Students must learn to make repeated probabilistic, increasingly long-range assumptions about the future.

It is also necessary that educators generate predictions about kinds of careers that will be needed 5 to 20 years in the future. Only by generating such assumptions can the nature of cognitive learning, including skills needed by people in tomorrow's world, be anticipated.

LEVELS WITHIN CAREER EDUCATION



MONTGOMERY COUNTY CURRICULUM DESIGN

CAREER EDUCATION-- GRADES K-12

ORGANIZING ELEMENTS

I. SCHOOL LEVELS

Grades K-6 Elementary
Awareness and Orientation

Grades 7-9 Middle and Junior High School
Orientation and Exploration

Grades 10-12 Senior High School
Exploration and Specialization

II. MAJOR COMPONENTS AT ALL GRADE LEVELS

Reflex
Content

III. CLUSTERS

A categorization of occupations into the following fifteen clusters designed to provide a structure within which the substantive aspect of career education can be investigated at the awareness level in the elementary grades, the exploration level in Grades 7-9, and the specialization level in Grades 10-12.

CLUSTERS

- Consumer & Home-making Related Occupations
- Business & Office Occupations
- Communications & Media Occupations
- Marketing & Distribution Occupations
- Construction Occupations
- Manufacturing Occupations
- Transportation Occupations
- Agriculture & Natural Resources Occupations
- Marine Science Occupations
- Environmental Control Occupations
- Public Services Occupations
- Health Occupations
- Hospitality and Recreation Occupations
- Personal Services Occupations
- Fine Arts & Humanities Occupations

MCPSS INSTITUTIONAL GOALS FOR CAREER EDUCATION													
Productive and satisfying work enriches a man's life, and with increasing leisure time, many people will use various occupational skills for recreational purposes as well. The school must help each student gain:													
• Knowledge and appreciation of the wide variety and interrelationships of occupations in modern society • Opportunities to explore potential occupations in relation to personal aptitudes and interests • The knowledge, skills, and abilities that enable him to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities													
MAJOR CAREER EDUCATION PREMISES													
All work which affords the dignity of the individual or contributes positively to society is valuable.													
The economic requirements of society are best met when the individual assumes responsibility for his or her own economic well-being.													
Pride and appreciation for the dignity of meaningful work provide the individual with a feeling of self-worth.													
Individuals are interdependent, and each person's occupation contributes to society.													
Individuals who understand how their abilities, needs, and preferences are related to society's career opportunities are likely to make career decisions that promote individual growth and societal harmony.													
An important democratic principle upon which our society is based is that every individual has an equal right and opportunity to enter the career of his or her choice.													
IMPLEMENTATION OF CAREER EDUCATION													
Career education will be structured so that it enhances rather than supplants public school education programs.													
Career education, K through 12, will become an integral part of the present structure of the school system.													
Career education is a continuum that will begin in kindergarten and extend throughout employment.													
Career education will involve all students and all educators.													
Career education will provide extensive student orientation and exploration of occupational opportunities.													
Career education will provide the means for each student to realize fully assess personal abilities, interests, and aptitudes as an aid in making life goals and help assure realistic occupational choices.													
Career education will emphasize individual instruction and guidance and student determination.													
Career education will allow students to pursue their education through preparation for one of three options upon graduation: 1) immediate job placement; 2) additional specific vocational training through vocational technical or apprenticeship type post-secondary training; or 3) college.													

REVISED
SEPTEMBER 1975
DIVISION OF CAREER AND VOCATIONAL EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION